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"Press On."

BY PARK BENJAMIN.

Press on! there's no such word as fail!
Press nobly on! the goal is near—
Ascend the mountain! breast the gale!
Look upward, onward, never fear!
Why shouldst thou faint? Heaven smiles above,
Though storm and vapor intervene;
That sun shines on, whose name is Love,
Serenely o'er Life's shadowed scene.

Press on! surmount the rocky steeps,
Climb nobly o'er the torrent's arch;
He fails alone who feebly creeps,
He wins who dares the hero's march.
Be thou a hero! let thy might
Tramp on eternal snows its way,
And through the ebon walls of Night
Hew down a passage unto day.

Press on! if once and twice thy feet
Slip back and stumble, harder try;
From him who never dreads to meet
Danger and death, they're sure to fly.
To coward ranks the bullet speeds,
While on their breasts who never quail,
Gleams, guardian of chivalric deeds,
Bright courage like a coat of mail.

Press on! if fortune play thee false
To-day, to-morrow she'll be true;
Whom now she sinks, she now exalts,
Taking old gifts and granting new.
The wisdom of the present hour
Makes up for follies past and gone—
To weakness strength succeeds, and power
From frailty springs—press on! press on!

Press on! what though upon the ground
Thy Love has been poured out like rain?
That happiness is always found
The sweetest which is bloom of pain.
Oft mid the forest's deepest glooms,
A bird sings from some blighted tree,
And in the drearest desert blooms
A never-dying rose for thee.

Therefore, press on! and reach the goal,
And gain the prize, and wear the crown;
Faint not! for to the steadfast soul
Comes wealth, and honor, and renown.
To thine own self be true, and keep
Thy mind from cloth, thy heart from soil;
Press on! and thou shalt surely reap
A heavenly harvest for thy toil!

Hon. A. H. Stevens.

A TOUCHING STORY.

The Hon. A. H. Stephens, the talented member of Congress from Georgia, in a recent address at a meeting in Alexandria, for the benefit of the Orphan Asylum and Free School of that city, related the following anecdote:
"A poor little boy, in a cold night in June, with no home or roof to shelter his head, or pa-

ternal or maternal guardian to protect and direct him, on his way, reached at nightfall the house of a rich planter, who took him in, fed, lodged, and sent him on his way, with his blessing. Those kind attentions cheered his heart, and inspired him with fresh courage to battle with the obstacles of life. Years rolled round: Providence led him on; he had reached the legal profession; his host had died; the cormorants that prey on the substance of man had formed a conspiracy to get from the widow her estates. She sent for the nearest counsel to commit her cause to him, and that counsel proved to be the orphan boy years before welcomed and entertained by her and her deceased husband. The stimulus of a warm and tenacious gratitude was now added to the ordinary motives connected with the profession. He undertook her cause with a will not easily to be resisted; he gained it; the widow's estates were secured to her in perpetuity, and, Mr. Stephens added, with an emphasis of emotion that sent its electric thrill throughout the house, "*that orphan boy stands before you.*"

A little Fable.

The sword of the warrior was taken down to brighten; it had not been long out of use. The rust was rubbed off, but there were spots that would not go; they were of blood. It was on the table near the pen of his secretary. The pen took advantage of the first breath of air to move a little further off.

"Thou art right," said the sword, "I am a bad neighbor."

"I fear thee not," replied the pen, "I am more powerful than thou art; but I love not thy society."

"I exterminate," said the sword.

"And I perpetuate," answered the pen; "where are thy victories if I recorded them not? Even where thou thyself shalt one day be, in the Lake of Oblivion."

"Beneath the rule of men entirely great,
The pen is mightier than the sword."

A beautiful oriental proverb runs thus: "With time and patience the mulberry-leaf becomes satin." How encouraging is this lesson, to the impatient and the desponding! And what difficulty is there that man should quail at, when a worm can accomplish so much from the leaf of the mulberry?

I, too, acknowledge the all but omnipotence of every culture and nurture; hereby we have either a dwarf bush, or a high-towering, well-shadowing tree.—*Carlyle.*

TOMO, AND THE WILD LAKES.

BY THE REV. JOHN TODD, D. D.

All the upper part of New York is a vast wilderness. What in other countries would be called great rivers, take their rise here. On the North are the Raquette, the Black, Beaver, Grass, Oswegatchie, and the like, which roll their waters through the forests, until they find the St. Lawrence. Into the beautiful Champlain empty the Saranac, the Du Sauble, and the Bouquet, while from the south comes the lordly Hudson—whose birthplace is among wilds and lakes almost inaccessible. In this mighty wilderness are mountains terribly magnificent—rising up alone, cold, dreary, and sublime. Here, too, are lakes—more than two hundred in number—wild as they were before the white man ever came to their shores, and beautiful, often beyond any thing to be described on paper. Lakes George and Champlain, are of the tribe, and have the good fortune to be more accessible than the rest of their family; but there are multitudes which are no ways inferior to them in beauty, and far superior to them in wildness.

In former times this was all the rich hunting ground of the Mohawks; and for a long period they trapped the beaver and the otter, and feasted upon the moose and the deer, unmolested. But in process of time, a shrewd old Sachem of the Abenakis Indians, in Canada, discovered this choice hunting region. At first he came alone; but the abundance of his success caused his young men to watch and follow him, and he was obliged to lead them into it. To this day, there are marks left by which he endeavored to frighten any from following him. Those who have gone over the old "Indian carrying place," between the waters of the Saranac and the Raquette, will know what I mean. The old Sachem contended that all the ground occupied by the lakes and rivers that emptied into Canada, must belong to the Canada Indians, while the Mohawks contended that the ground was all theirs from immemorial possession. These disputes caused bitter enmities, severe contests, and much bloodshed. On the banks of the rivers and around all the lakes, is many an unknown grave—where they waylaid and murdered each other. Even to this day, you can see the eye kindle, and the form enlarge, as the Abenakis tells the story of these wars, and lauds the superior courage of his tribe; and I presume, though I am unacquainted with them, that almost any of the remnants of the Mohawks would do the same. The story I am about to relate was told me by one of the former tribe.

The bark canoe is the horse, camel, carriage, and vessel of the Indian. It is made so light that the owner can carry it on his head for miles through the forest, and yet capable of carrying several men. Each tribe has its own pattern—some exceedingly graceful and beautiful—so that

on seeing a canoe, you can tell in a moment to what tribe it belongs. They are all made of the bark of the white birch, lined with white cedar rived very thin, sewed with the roots of the spruce, and gummed (or *puccood*, as the Indians call it) with the gum of the same tree.

Has my reader ever passed through the enchanting lake—Champlain—from White Hall to St. John's? If he has, he has had a great amount of enjoyment in a small space—provided he had some friend by him to whom he could say, "Oh, how beautiful!" As he left the bold shores and lofty mountains that looked down on the lake on both sides, Vermont and New York; and came along the flattened shores in Canada, did my reader ever notice a small, flat island in the lake, just before he reached St. John's? Those who speak the English language, call it "Ash Island." The Indians, for reasons soon seen, call it "Head Island."

On one occasion, a company of thirty Mohawks in their canoes passed through the wilderness which I have named, into Champlain, and then down, north, toward Canada, in order to waylay, and intercept any of the Abenakis who might be coming up to hunt. Just at night, the warriors killed a moose, and landed on Ash Island, to camp for the night. Here they built their campfire, and began to roast their moose. Just after this, there came along a single canoe, containing an old chief and three hunters, on their way to the hunting grounds. Noiselessly they moved their paddles. Before they were seen they had discovered the smoke of the campfire. They waited until dark, and then silently landed on the shore opposite the island. One of the best swimmers was sent to examine the canoes, and see who were the owners. There were bushes all around the shores of the island, and the Mohawks were busy in cooking their supper. The night was very dark. The scout crept up among the canoes, which were drawn up, and, according to the immemorial custom of the Indian, turned bottom side uppermost. He examined their form, counted their number, and returned to his companions. The cunning chief laid his plans instantly, and lost no time in executing them. He directed two of his men to swim silently back, and as still as the night, to land, and with a sharp knife, slit every canoe lengthwise from end to end. They went on their perilous errand—landed—crept up, and cut each canoe full of slits. They were just starting to swim back, when a Mohawk rose up with a huge thigh bone of the moose in his hand, which he had just been picking. "I wish," said he "that this bone might strike an Abenakis on the head!" He then gave it a throw over the bushes into the lake, and sure enough, it *did* strike one of the swimmers on the head, and stunned him! The other Indian was close at hand, and instantly understood it. He was

afraid that when his companion recovered from the stun, he would thrash and make a noise. So he silently and coolly dragged him under water, and drowned him! All this was the work of silence, and of a very little time, and the Indian returned and reported to his chief. The three now entered their canoe, and paddling out toward the island, began to fire on the Mohawks. These poor fellows raised their warwhoop, rushed into their canoes, and put into the lake. But now come their trouble. Their canoes began at once to fill, and to sink. The cunning Abenakis came upon them with a warshout. The Mohawks were in amazement, and were knocked in the head like dogs. They were all killed except one, who was designedly saved alive. What a victory for three men? In the morning the prisoner was brought forth, expecting to be put to death by all the torture that could be devised. But their plan was different, though hardly less cruel. They stripped the captive, and made him look at the twenty-nine-heads of his countrymen which were now impaled on as many stakes, and stuck up on the island. (This gave it the name of Head Island—"uirutup-island.") They then cut off his nose, ears, and lips, and put him ashore. "Now, go home," said they, "go home, and tell Mohawks to send more men! Too easy for three Abenakis to whip thirty men—tell Mohawk send more men!" The poor maimed creature pursued his way through the pathless wilderness, and after suffering incredible hardships, reached his home, and told his story. The Mohawks were mortified beyond expression. The hundreds of schemes for retaliation are not told. But in due time their vengeance was ample and full. The number who lost their lives as a sequel to the Head Island tragedy was very great.

"Shall we go back and tell what we have done?" said one of the victors, to his chief. "No, no! These heads will stay here, and they will tell the story. We must go on before it be too late to hunt deer in the dark of the moon." And onward, and up the lake, the canoe moved, until they reached the Saranac, where Plattsburg now stands, when they turned into that river, and followed it up. They made no stop, even to hunt, until they had passed beyond the rapids, one of which is seven miles long. Around all these, they carried their canoe and implements for hunting. In a few days they had reached the upper Saranac lake, or as they call it, the "San-bellon-inipus," the beautiful lake! And beautiful it is—almost beyond expression. Its waters are deep, clear, and sweet. The lake is almost fifteen miles long, studded with islands, and surrounded with enchanting shores.

As the canoe emerged into the lake from the long neck or outlet, the sachem held up his hand, and the paddles were motionless.

"Smell smoke," said he in a low voice. "I

smell smoke—some Mohawks somewhere in the lake."

"Can you see any smoke?" said one of his companions.

"See none—smell him sure." The canoe moved very slowly and silently. When opposite Eagle Island a low whistle was heard—so low and feeble that none but an anxious ear would have caught it.

"That no Mohawk—that Abenakis whistle," said the leader. He made a motion, and the canoe turned toward the Island. Just as she reached a little niche on the southern side, a young man rose up from the moss in the bushes, and with a leap, stood within a few feet of the canoe.

"Sago, sago," said he in a voice but little above a whisper. "Brave Tomo is very welcome. Of all men in the world, Tomo is the man I want to see."

"Is the Saranac Hawk alone?" said Tomo, with a distrustful look around the lake.

"All alone."

"Was the smoke that I smelt from the camp fire of the Saranac Hawk?"

"No, old friend, it was the smoke of the Mohawks who are hunting in the upper part of the lake."

"What is the young Hawk doing here?" asked Tomo.

"Come up the rock, and I will tell you. Come alone." The chief stepped lightly on the rock, and in a moment they were both out of sight. The canoe was lifted out of the water, and laid over behind a fallen tree; and in a few moments no one would have suspected any one being on the Island. Long and low was the consultation between the chief and the young man whom he called the Saranac Hawk.

The young man might be twenty-two or four years old. His form was straight, lithe, and symmetrical. His light hair and blue eye showed that he belonged to the Saxon race. He wore moccasins, after the Indian fashion, made of the soft mooseskin, and which gave no sound to the footsteps. He had a green dress, in the hunter style, with a knife hanging in a little sheath at his side, a small leathern ammunitionbag in front, a little ax or hatchet hanging in his girdle behind, a green cap on his head, and a rifle, long and of small bore, in his hand. His eye was mild, but a certain glance that accompanied a compressed mouth showed that the spirit that looked out of that eye was a stranger to fear or to indecision.

"I will give you rifle," said the young man, "whether we succeed or not if you will only make the attempt."

"Tomo will not want rifle to keep, if young Saranac Hawk be dead."

"But I shant be killed; or if I am, it's no more than I wish to do." These last words were spoken to himself.

"Can't young Hawk find many white squaw so better as this one?"

"No, my good Tomo, there is none like this. We were children together, and we have been betrothed a long time."

"Umph! How foolish you white folks are! When Indian want squaw, he no do so. White man court, and court, and court great while—maybe years. When Indian want wife he go to young squaw—sit down by her—then he hold up two forefingers—then squaw he laugh—then they already be married. Much better way!"

"It may be so," said the young man impatiently; "but what will Tomo do? Will he help me?"

"He smoke first, then think."

As quick as said, the young man had his flint and steel out, and his well-filled tobacco pouch at his friend's service. The other two Indians were then brought in to help smoke and think. Among them all there were not provisions enough for a single meal. The first thing was to procure something to eat, and the next was to devise how to cook it without making a fire. After a long season of silence, which seemed interminable to the young Saxon, the old Indian said. "We want to help young Saranac Hawk to get his bird, but are few. We only four, and Mohawk thirteen, and much dogs to smell and bark."

"We must do headwork," said the young man, "since our arms are too short to reach them. Let me speak my thoughts into Tomo's ears. We must go off at once—cross over the carrying-place—pass through Stony ponds and Stony brook—go up the Raquette—cross Moore mountain, go up to Incapacho-inipus (Long Lake), there kill deer and dry meat. They can't hear our guns so far, nor see our fires. We will then come back and make them think *Chepi* (ghosts) have come. We can do all this in two nights, and by that time they will be done hunting in Fish Ponds, and come on this lake, and then we have good place to be *Chepi*."

"Young Hawk say well."

Each one then drew the girdle tighter around the loins, and stood ready to start. Cautiously, without stepping on a single dry stick, did old Tomo go to the best point of observation and look out over the lake. Far in the distance, miles away, he saw a speck, which at first he thought was a loon; but a further look convinced him that it was a canoe crossing the lake toward Fish creek. "They have been into the lake fishing," thought he, "and are now going to their hunting ground for the night."

(To be Continued.)

EARLY CULTURE.—To neglect beginnings, is the fundamental error into which parents fall.

Locke.

If a man's wit be wandering, let him study the mathematics.—Bacon.

"The Farmer sat in his easy Chair."

The following admirable picture is from the poems of Charles G. Eastman. We copy it from the National Era:

The farmer sat in his easy chair,
Smoking his pipe of clay,
And his hale old wife, with busy care,
Was clearing the dinner away;
A sweet little girl, with fine blue eyes,
On her grandfather's knee was catching flies.

The old man laid his hand on her head,
With a tear on his wrinkled face;
He thought how often her mother, dead,
Had sat in the self-same place;
As the tear stole down from his half-shut eye,
"Do n't smoke," said the child, "for it makes you cry."

The housedog lay stretched out on the floor,
Where the shade after noon used to steal;
The busy old wife, by the open door,
Was turning the spinning wheel;
And the old brass clock on the manteltree
Had plodded along to almost three.

Still the farmer sat in his easy chair,
While close to his heaving breast
The moistened brow and the cheek so fair
Of his sweet grandchild were pressed;
His head, bent down, on her soft hair lay,
Fast asleep were they both that summer day.

Franklin and Gov. Burnet.

Franklin had just returned from assisting poor Collins to bed, when the captain of the vessel which had brought him to New York, stepped up, and in a very respectful manner put a note into his hand. Ben opened it not without considerable agitation, and read as follows:—

"G. Burnet's compliments await young Mr. Franklin, and should be glad of half an hour's chat with him."

"G. Burnet," said Ben, "who can that be?"

"Why, 't is the governor," replied the captain, with a smile—"I have just been to see him, with some letters I brought for him from Boston. And when I told him what a world of books you have, he expressed curiosity to see you, and begged I would return with you to his palace."

Ben instantly set off with the captain, but not without a sigh as he cast a look at the door of poor Collin's bedroom, to think what an honor that wretched young man had lost for the sake of two or three drinks of filthy grog.

The governor's looks at the approach of Ben plainly showed a disappointment. He had, it seems, expected considerable entertainment from Ben's conversation. But his fresh and ruddy countenance showed him so much younger than he had expected, that he gave up all his promised entertainment as a last hope. He received Ben however, with great politeness, and took him into an adjoining room which was his library, consisting of a large and well-chosen collection.

Seeing the pleasure which sparkled in Ben's eyes, as he surveyed so many elegant authors, and thought of the rich stores of knowledge

which they contained, the governor, with a smile of complacency, as on a young pupil of science, said to him—

"Well Mr. Franklin, I am told by the captain here, that you have a fine collection too."

"Only a trunk full sir," said Ben.

"A trunk full, sir!" replied the governor, "why what use can you have for so many books? Young people at your age, have seldom read beyond the tenth chapter of Nehemiah."

"I can boast," said Ben, "of having read a great deal beyond that myself; but still, I should be sorry if I could not get a trunk full to read every six months."

At this, the governor, regarding him with a look of surprise, said:

"You must then, though so young, be a scholar; perhaps a teacher of the languages."

"No, sir," answered Ben. "I know no language but my own."

"What, not Latin nor Greek?"

"No, sir, not a word of either."

"Why, don't you think them necessary?"

"I don't set myself up as a judge—but I should not suppose them necessary."

"Ay! well, I should like to hear your reasons."

"Why, sir, I am not competent to give reasons that may satisfy a gentleman of your learning, but the following are the reasons with which I satisfy myself. I look on language, sir, merely as arbitrary sounds of characters, whereby men communicate their ideas to each other. Now I already possess a language which is capable of conveying more ideas than I shall ever acquire; were it not wiser in me to improve my time in *sense* through that one language, than waste it in getting mere *sounds* through fifty languages, even if I could learn as many."

Here the governor paused a moment, though not without a little red on his cheeks, for having a few moments before put Ben and chapter X of Nehemiah so close together. However, catching a new idea, he took another start.

"Well, but my dear sir, you certainly differ from the learned world, which is, you know, decidedly in favor of the languages."

"I would not wish wantonly to differ from the learned world," said Ben, "especially when they maintain opinions that seem to me founded in truth. But when this is not the case, to differ from them I have ever thought my duty; and especially, since I studied Locke."

"Locke!" cried the governor with surprise, "you studied Locke?"

"Yes, sir, I studied Locke on the Understanding three years ago, when I was thirteen!"

"You amaze me, sir. You study Locke on the Understanding, at thirteen!"

"Yes, sir, I did."

"Well, and pray at what college did you study Locke at thirteen; for at Cambridge College in old England, where I got my education, they

never allowed the senior class to look at Locke till eighteen."

"Why, sir, it was my misfortune never to be at a college, or even a grammar school, except nine months, when I was a child."

Here the governor sprang from his seat, and staring at Ben, cried out:—

"Never at a college! well, and where—where did you get your education, pray?"

"At home, sir, in a tallowchandler's shop."

"In a tallowchandler's shop!" screamed the governor.

"Yes, sir, my father was a poor old tallowchandler with sixteen children, and I the youngest of all; at eight years of age he put me to school, but finding he could not spare the money from the rest of the children to keep me there, he took me home in the shop, where I assisted him by twisting the candlewicks and filling the molds all day, and at night I read by myself. At twelve, my father bound me to my brother, a printer in Boston, and with him I worked there all day at case and press, and again read by myself at night."

Here the governor spat his hands together, and gave a loud whistle, while his eyeballs, wild with surprise, rolled about in their sockets as if in a mind to hop out.

"Impossible, young man!" he exclaimed, "impossible, you are only sounding my credulity. I can never believe the one-half of this." Then turning to the captain, he said: "Captain, you are an intelligent man, and from Boston; pray tell me, can this young man here be aiming at anything but to quiz me?"

"No, indeed, please your excellency," replied the captain, "Mr. Franklin is not quizzing you; he is saying what is really true, for I am acquainted with his father and family."

The governor then turning to Ben, said more moderately:—"Well, my dear wonderful boy, I ask your pardon for doubting your word; and now pray tell me, for I feel a stronger desire than ever to hear your objection to learning the dead languages."

"Why, sir, I object to it principally on account of the shortness of human life. Taking them one with another, men do not live above forty years. Plutarch, indeed, only puts it at thirty-three. But say forty. Well, of this, full ten years are lost in childhood, before any boy thinks of a latin grammar. This brings the forty down to thirty. Now, of such a moment as this to spend five or six years in learning the dead languages, especially, when all the best books in those languages are translated into ours—and besides, we already have more books on every subject than such short-lived creatures can ever acquire—seems very preposterous."

"Well, what are you to do with their great poets, Virgil and Homer, for example; I suppose you would not think of translating Homer

out of his rich native Greek into our poor, homespun English, would you?"

"Why not, sir?"

"Why, I should as soon think of transplanting a pineapple from Jamaica to Boston."

"Well, sir, a skillful gardener, with his hot-house, would give us nearly as fine a pineapple as any in Jamaica. And so, Mr. Pope, with his fine imagination, has given us Homer in English, with more of his beauties than ordinary scholars would find in him after forty years' study of the Greek. And besides, sir, if Homer was not translated, I am far from thinking it would be worth spending five or six years to learn to read him in his own language."

"You differ from the critics, Mr. Franklin, for the critics all tell us his beauties are inimitable."

"Yes, sir, and the naturalists tell us that the beauties of the basilisk are inimitable too."

"The basilisk, sir! Homer compared with the basilisk! I really don't understand you, sir."

"Why, I mean, sir, that as the basilisk is the more to be dreaded from the beautiful skin that covers its poison, so is Homer, for the bright colorings he throws over bad characters and passions. Now, as I don't think the beauties of poetry are comparable to those of philanthropy, nor a thousandth part so important to human happiness, I must confess, I dread Homer, especially as the companion of youth. The humane and gentle virtues are certainly the greatest charms and sweeteners of life. And I suppose, sir, you would hardly think of sending your son to Achilles to learn these."

"I agree he has too much revenge in his composition."

"Yes, sir, and when painted in the colors which Homer's glowing fancy lends, what youth but must run the most imminent risk of catching a spark of bad fire from such a blaze as he throws upon his pictures."

"Why this, though an uncommon view of the subject, is, I confess, an ingenious one, Mr. Franklin; but, surely 'tis over-strained."

"Not at all, sir; we are told from good authority, that it was the reading of Homer that first put it into the head of Alexander the Great, to become a hero; and after him of Charles XII. What millions of creatures have been slaughtered by these two great butchers is not known; but still, probably not a tythe of what have perished in duels, between individuals, from pride and revenge nursed from reading Homer."

"Well, sir," replied the governor, "I never heard the prince of bards treated in this way before. You must certainly be singular in your charges against Homer."

"Ask your pardon, sir; I have the honor to think of Homer exactly as did the greatest philosopher of antiquity; I mean Plato, who strictly forbade the reading of Homer to his republic. And yet Plato was a heathen."

Here the governor came to a pause. But perceiving Ben cast his eye on a splendid copy of Pope, he suddenly seized that as a *fine* opportunity to turn the conversation. So stepping up he placed his hand on his shoulder, and in a very familiar manner, said:

"Well, Mr. Franklin, there's an author that I am sure you will not quarrel with; an author that I think you will pronounce *faultless*."

"Why, sir," replied Ben, "I entertain a most exalted opinion of Pope; but still, sir, I think he is not without his faults."

"It would puzzle you, I suspect, Mr. Franklin, as keen a critic as you are, to point out one."

"Well, sir," said Ben, hastily turning to the place, "what do you think of this famous couplet of Pope's:—

'Immodest words admit of no defense,
For want of decency is want of sense.'

"I see no fault there."

"No—indeed!" replied Ben, "why, now, to my mind a man can ask no better excuse, for any thing he does wrong, than his *want of sense*."

"How so?"

"Well, sir, if I might presume to alter a line in this great poet, I would do it in this way:

'Immodest words admit of this defense,
That want of decency is want of sense.'

Here the governor caught Ben in his arms, as a delighted father would his son, calling out at the same time to the captain,

"How greatly I am obliged to you, sir, for bringing me to an acquaintance with this charming youth! O, what a delightful thing it would be for us to converse with such a sprightly youth as him! But the worst of it is, most parents are blind to the true glory and happiness of their children. Most parents never look higher for their sons than to see them delving like muckworms for money; or hopping about like jaybirds in fine feathers. Hence, their conversation is no better than froth or nonsense."

The governor shook hands with Ben, begging that he would never visit New York without coming to see him.

The Tame Seal.

About the commencement of the present century, a young seal was taken in Clew Bay, in Ireland, and soon became domesticated in the kitchen of a gentleman whose house was situated on the sea shore. It grew apace and became familiar with the family. Its habits were innocent and gentle; played with the children; came at its master's call, and was, as the old man described him to me, "fond as a dog and playful as a kitten." Daily the seal went out to fish, and after providing for his own wants, frequently brought home a salmon or turbot to his master. His delight in the summer was to bask in the sun, and in the winter to be before the kitchen fire; sometimes, if permitted, he would creep into the large oven, which at that time formed the regular

appendage to the Irish kitchen. For four years the seal had been thus domesticated, when, unfortunately, a disease called in the country *chip-pawn*, a kind of paralytic affection of the limbs, which generally ends fatally, attacked some black cattle belonging to the master. Some died; others became infected, and the customary care produced by changing them to drier pastures, failed. A "*wise woman*" was consulted; and the hag assured the credulous owner that the mortality among the cattle was occasioned by his retaining an unclean beast about his habitation,—the harmless and affectionate seal. It must be made away with directly, or the chip-pawn would continue, and her charms be unequal to arrest the calamity. The superstitious master consented to the hag's proposal; the seal was put on board a boat and carried out beyond Clew Island to sea, and there committed to the deep, to manage for itself as it best could.

The boat returned, and the family retired to rest. The next morning the servant awakened her master to tell him that the seal was quietly sleeping in the oven. The poor animal came back to his beloved home over night, and crept in through the window, which had been left open, and took possession of his favorite resting place.

The next morning another cow was reported to be unwell! The seal must now be finally removed! A Galway fishing boat was leaving Westport on her return home, and the master undertook to carry off the seal, and not to put him overboard until he had got some leagues beyond the Boffin. A day and a night passed, and the second evening closed. The servant was raking out the fire for the night, when she heard something scratching at the door; she opened it, and in came the seal, wearied with his long and unusual voyage. He testified, by a peculiar cry, expressive of pleasure, his delight to find himself again at home; then stretching himself before the glowing embers of the hearth, he fell into a deep sleep. The master of the house was immediately apprized of this unexpected and unwelcome visit. In this exigency the old hag was awakened and consulted; she averred that it was always unlucky to kill a seal, but suggested that the animal should be deprived of sight, and the third time carried out to sea. To this proposal the wretch who owned the house consented; and the unfortunate confiding creature was thus cruelly robbed of sight on that hearth for which he had resigned his native element. The next morning in agony, the poor mutilated seal was once more embarked; taken outside of Clew Island, and for the last time committed to the waves.

A week passed over, and things became worse among the cattle instead of better. Those of the truculent wretch died fast, and the infernal old beldam gave him the pleasurable tidings that her arts were useless, and that the destructive visita-

tion upon his cattle exceeded her skill to counteract. On the eighth night after the seal had been devoted to the Atlantic, it blew tremendously. The moaning and troubled sea dashed its mountain waves against the rock-bound shore, and sent up tumultuous and appalling sounds,—the angry winds rocked the battlements,—and all nature seemed disturbed by their violence. On such a night, and on such a dangerous coast, there is always a fearful and painful anxiety manifested for the poor mariners who may be within its influence.

In the pause of the storm a wailing noise was heard faintly at the door. The servants who slept in the kitchen concluded that the *Banshee* had come to forewarn them of an approaching death, and buried their heads in the bed coverings.

The morning broke,—the door was opened,—the seal was there, lying dead upon the threshold. The skeleton of the once plump animal, for, poor creature, it had perished from hunger,—being incapacitated by blindness to procure its customary food,—was buried in a sandhill! and from that moment misfortunes followed the abettors and perpetrators of this inhuman deed. The detestable hag who had denounced the in-offensive seal, was, within a twelvemonth, hanged for murder? Everything about this devoted house went to ruin. Sheep rotted, and the

"Cattle died, and blighted was the corn."

Of several children, none reached maturity; and the savage proprietor survived everything he loved or cared for. He died blind! There is not one stone of that building left upon another! The property has passed to a family of a different name, and the series of incessant calamities which were attendant on all concerned in this cruel deed is as romantic as true.

Wonderful, if True.

Mr. Henry M. Paine, of Worcester, Massachusetts, informs the Scientific American that he has discovered a plan of generating light by "mechanical action" from water and lime. Mr. Paine says:

I have continued the experiments at intervals, and I am now enabled to announce a successful result. I have produced a light equal in intensity to that of four thousand gasburners of the largest bat's-wing pattern, with an apparatus occupying four square feet of room, at a cost of one mill per hour, the current of electricity being evolved by the action of machinery wound up with a common lockkey, and the only materials consumed are water and lime.

I am now engaged in making an apparatus for public exhibition, which will be completed this winter, and all its parts submitted to public inspection, except the interior of the generator. This apparatus I shall exhibit one year, at the termination of which I will make public the mechanism of the generator.

A Hymn of Joy.

I look on the bright and beautiful earth,
And my heart is with gladness stirred;
And fain would I pour forth my song of mirth,
Like the strain of the morning bird.

For the fair sunshine, and for the glad earth,
For the bright fountain where music has birth,
For the pattering raindrops' gentle fall,
For the cuckoo's note, and the whippoorwill's call,
For the green woodlands, where summer winds sigh,
For the little moss cups, and the violet's eye,
We thank Thee, we thank Thee, our Father on high?

God of all goodness! God of all love!
Father of mercies! we look unto Thee.
Blessed be Thou in the heaven above!

For on thy footstool thrice blessed are we.

For the smiles of the morn, and the tears of the night,
For the sun's bright rays, and the moon's soft light,
For the song of the birds through the green old trees,
For the breath of flowers on the summer breeze,
For the worship of stars in the solemn night,
The white-robed priesthood, that walk in light,
We bless Thee, we bless Thee, God of all might!

How to obtain a Library.

"Why, Frank Wilson! Where did you get all these books? What! the Knickerbocker too! and the North American! Now, Frank, where did you get the money to buy all these? Why, I have ten dollars a year more than you, yet I have to send down to father for money almost every month.

"You take the Knickerbocker, indeed! Why, there are none but Squire Waters, and doctor Marvin in the whole town, who think themselves able to have such a costly work, which is only fit for a few rich people to read. Pretty well, for a poor apprentice to a soapboiler! Where did you get that bookcase, and all those books that you have up there? Let's see—Plutarch's Lives! Who's he?—what's that about?

"Rollin's Ancient History! why didn't he write it all in one small book, as well as to have half-a-dozen about it? Gibbon's Rome! there's no such place in the United States—why, my dear fellow, what a long list of outlandish names you have here! Let me see—Milton, Shakspeare, Young, Pope, Dryden, Cowper, Bacon, Locke, Goldsmith and all other Smiths in creation, as well as those in America!

"Now, come, I will light my Havana, and sit down here, and give you a chance to explain how you, an apprentice, with only forty dollars a year, contrive to scrape together a library half as large as Parson Drayton's."

Francis Wilson did not interrupt this interrogatory and exclamatory medley of words from his comrade, by an explanation, until he had exhausted all his incoherent inquiries. Sitting down in the proffered chair, and lighting his Havana, Edward Saunders placed his feet upon his friend's clean desk, and seemed really to be waiting a detailed account of the "modus operandi" by which an apprentice could acquire, honestly, such a collection of valuable books.

Nor did Francis hesitate to gratify his curiosi-

ty. Both of the young men were in the middle of their apprenticeship, and the most cordial intimacy had subsisted between them from their youth. Edward was deficient in nothing so much as in that economy, which is so necessary for an apprentice in expending his small annuity; and Francis hit upon a very successful method of administering to his young friend a salutary lesson upon his subject, while he explained how even an apprentice could acquire a taste and the means for the cultivation of his intellect.

"Edward," said he, taking up his pencil, "I will explain to you in figures what seems to have excited your wonder, if you will permit me, by the way, to ask you a few questions in order to solve the problem. I see you are very fond of smoking; how many segars do you buy in a week?"

"O, none of any account," replied Edward, anticipating some unpleasant strictures on his favorite practice; "after working all day, it is really a comfort to smoke one genuine Havana; it does not amount to anything. I only smoke six in the course of a week."

"Six Havanas a week," repeated Francis, putting it down on paper with as much formality as if he were registering the data of a problem; "six a week, at two cents a piece, amount to the very trifling sum of six dollars and twenty-four cents per annum. I suppose you spend a trifle at the fruit shops," continued Francis.

"Nothing worth mentioning," replied Edward, rather startled at the aggregate of such little items; "all that I buy—apples, nuts, raisins, figs, oranges, &c., do not amount to ninepence a week: why, that is not half as much as Tom Williams, the goldsmith's apprentice, spends for mint juleps in half that time; and besides, Francis, you know I never taste a drop of any kind of liquor, not even wine. You certainly can't think I lack economy, Frank?"

"Ninepence a week for nuts—raisins—oranges and figs," repeated Francis, in a low serious tone, pronouncing the items one by one, as he wrote them down, with all the precision and gravity of a clerk in a country store; "ninepence a week amounts to six dollars and fifty cents per annum, which added to six dollars and twenty-four cents spent for segars, makes the trifling sum of twelve dollars and seventy-four cents for one year.

"Now, Edward, see what I have obtained for just this sum. Here," said he, taking down several neatly bound volumes of the North American Review and a handful of the Knickerbocker, "I have bought all this for a less sum than you have paid for segars, nuts, &c., during the last year. As for these other books which you see here in my case, I will tell you how I have obtained them, and how any other apprentice can do the same, with only thirty-six dollars a year, too.

"You know our masters are very industrious and steady men, and are attentive to their bus-

iness, and like to see their workmen so; they prefer also to see them with a book in their hands when they have done their work, rather than to be lounging about the taverns, or in vicious company. So, when my master saw that I liked to read every chance I could get, and spend all the money that I could spare for books, he offered to give me ninepence an hour for all the time that I would work from twelve o'clock till one, P. M.

"And that is the way, Edward, that I have bought all these books, which you thought I had borrowed, begged or stolen. I work every noon-time half an hour, and every fortnight earn enough to buy one of these books—Milton's Paradise Lost, for instance. To be sure they are not bound in calf nor are they gilt-edged; but they contain the same matter as if they were, and that is enough for me."

When Edward Saunders had listened to this very interesting and simple explanation of his uncle's apprentice, and had passed his eye over all the fine books in his little library, he arose suddenly at the very last words of Francis, and opening the little chamber-window, took out of his hat the half-dozen segars which were to constitute his week's stock of comfort, and without saying a word, tossed them into the garden. A new fire of animation lit up his eye as he darted out of the room, turning only at the door to say, "I'll try it, Frank."

Edward Saunders, Esq., and the Hon. Francis Wilson, never forgot, in their intimate intercourse in after life, their mutual computation of the cost of nuts and segars, in Francis Wilson's garret.

The Soul.

The soul is that which thinks, learns, reasons, reflects, remembers within us, that which is conscious of its own existence, and of the existence of innumerable beings and substances around us. It is of far greater worth and dignity than the body frame in which it resides, a spiritual being which is to remain when the body decays; passing a peculiar life, a life which may indeed be improved or made worse, but which can never cease to be. To live is not enough, though forever; but to live in everlasting bliss is a point of the highest inquiry, and surely deserves our utmost attention and concern.

THOUGHTFUL BOY.—Chateaufort, keeper of the seals of Louis XIII, when a boy of only nine years old, was asked many questions by a bishop, and gave very prompt answers to them all. At length the prelate said, "I will give you an orange if you will tell me where God is." "My lord," replied the boy, "I will give you two if you will tell me where he is not."

NATURAL LAWS.—All the happiness of man is derived from discovering, applying, or obeying the laws of his Creator; and all his misery is the result of ignorance or disobedience.—Wayland.

The Seven Children.

The following beautiful gem is from the German of Krummacker:

Early in the morning, as the day began to dawn, the devout father of the family arose with his wife from their couch, and thanked God for the day, and for their refreshing slumber.

But the red glow of morning beamed into the little chamber where their seven children lay in their beds and slept.

Then they gazed at their children one by one, and the mother said. "They are seven in number, alas! It will be hard for us to find them food." Thus sighed the mother, for there was a famine in the land.

But the father smiled and said, "See, do they not lie there, all the seven? And they have all red cheeks, and the beams of the morning stream over them so that they look lovelier than ever, like seven blooming roses. Mother, that shows us, that He who creates the morning and sends us sleep, is true and unchangeable."

And as they stepped from the chamber, they saw at the door fourteen shoes in a row, growing smaller and smaller, two by two, a pair for each child. The mother gazed at them, and when she saw there were so many, she wept.

But the father said, "Mother, why dost thou weep? Have not all the seven received sound and active feet? Why, then should we be anxious about that which covers them? If the children have confidence in us, should we not have confidence in Him who can do more than we can comprehend.

"See his sun rises? Come then, like it let us begin our day's work with a cheerful countenance."

Thus they spoke, and toiled at their labor, and God blessed their hands, and they had enough to spare, they and their seven children; for faith gives strength and courage, and love elevates the soul.

Home Affections.

The heart has memories that never die. The rough rubs of the world cannot obliterate them. They are memories of home—early home. There is a magic in the very sound. There is the old tree under which the light-hearted boy swung many a day; yonder the river in which he learned to swim—there the house in which he knew a parent's love and found a parents protection—nay, there is the room in which he romped with brother or sister, long since, alas! laid in the yard in which he must soon be gathered, overshadowed by yon old church, whither, with a joyous group like himself, he has often followed his parents to worship with, and hear, the good old man who ministered at the altar. Why, even the very schoolhouse, associating youthful days with thoughts of tasks, now comes to bring pleasant remembrances of many occasions that called forth some generous exhibitions of the

noblest traits of human nature. There is where he learned to feel some of his best emotions. There, perchance, he first met the being who, by her love and tenderness in after life, has made a home for himself happier even than that which his childhood knew. There are certain feelings of humanity, and those, too, among the best, that can find an appropriate place for their exercise only by one's own fireside. There, in the privacy of that which it was a species of desecration to violate, he who seeks wantonly to invade is neither more nor less than a villain; and hence there exists no surer test of debasement of morals in a community than the disposition to tolerate in any mode the man who invades the sanctity of private life. In the turmoil of the world let there be at least one spot where the poor man may find affection that is disinterested, where he may indulge a confidence which is not like to be abused.—*Dr. Hawks.*

Washington.

The following beautiful tribute to the memory of our illustrious Washington is from the pen of an *Englishman*, the Rev. Andrew Read, who was recently in the United States, and visited the tomb at Mt. Vernon:

WASHINGTON,

The brave, the wise, the good:

WASHINGTON,

Supreme in war, in council, and in peace:

WASHINGTON,

Valiant without ambition, discreet without fear;
and confident without presumption:

WASHINGTON,

In disaster calm; in success moderate; in all,
himself:

WASHINGTON,

The hero, the patriot, the christian:

The father of nations; the friend of mankind;

Who,

When he had won all, renounced all;

And sought,

In the bosom of his family, and of nature

Retirement,

And in the hope of religion,

Immortality.

THE TEACHER'S WORK.—What has the teacher to do? To unfold the intellect in varieties of character, to harmonize passions with moral principle,—work for the most powerful mind, even with the encouragement and coöperation of society. But the educator must carry it on, over a thousand obstacles, and in the face of perpetual opposition. He must resist the prejudices of parents, desiring evil things for their children; counteract the tremendous influence of bad examples; and be able, in the short period of his power, to awaken a love of knowledge, and a sense of right, vigorous enough to live and struggle when the aids of his sympathy and direction are withdrawn.—*Lalor.*

From the Philadelphia Ledger.

Music by the Blind.

The Blind Asylum, of Philadelphia, is among the most touchingly interesting of all her benevolent institutions. How so much knowledge can be imparted to the unfortunate blind, wraps all in astonishment. How they find time and opportunity to acquire so many varied accomplishments amid the excitement of so many exhibitions, is equally a subject for surprise. Abstruse science, profound metaphysics, the most occult knowledge they display the same proficiency in, that they manifest in the construction of the most delicate beadwork, embroidery, and other female accomplishments, that require the most perfect attention, on the part of those who possess the best faculty of sight. And, then, in *music*, they transcend any of the amateurs, and equal most of our standard professors, executing the most difficult compositions and singing the most elaborate airs, with a *con amore* enthusiasm, perfection, and melody, which seem to absorb every fiber of the soul.

The concerts of the blind possess the highest intrinsic merits, and charm all those who listen to them; and who has once heard them but desires to enjoy a repetition of the pleasure? Sympathy, no doubt, adds to the interest with which the community of Philadelphia regard this institution, which has thus restored the most afflicted of all the unfortunate classes of humanity to the consciousness of attainments useful to themselves and pleasing to society. In an intellectual sense, *the blind are restored to sight!* The mental eye is full of rich and noble perceptions, though the physical orb be useless and dead. What a triumph of art over the deprivations of nature! Let no one despair in his misfortunes. Who can tell what triumph human ingenuity may not acquire over the frailties of nature, or the casualties of life? Never let the votary of passion plead a blind destiny in excuse for his vices or in mitigation of his crimes, when the blind can be made to see and enjoy, and impart joy, to all of its mortal kind. If we wanted a link to connect the soul with a celestial abode, we have it in this wonderful education of the blind. The founders, managers, and conductors of this noble institution, have a fund of rich recompense in its present state of perfection that must gratify them beyond any measure of applause from human lips; but a grateful community, in decreeing them that applause, but obey the impulse of a feeling that gratifies, while it ennobles their own hearts. This is a proud monument of the benevolence of Pennsylvania.

Nothing is too good to be done. Nothing is too loving for the heart. Nothing is too thoughtful for the mind. Nothing is too powerful for the hand. There cannot be too much piety, too much patriotism, too much philanthropy.

THE SCHOOL FRIEND.

CINCINNATI, APRIL 1, 1849.

"Education—the Bulwark of Liberty."

M. HAZEN WHITE, EDITOR.

How Shall I Teach Grammar? No. 3.

After reviewing the class upon the preceding lesson, the teacher may exhibit the *pronoun*. For this purpose, he may select a short fable or simple story, with which his pupils are familiar, abounding in pronouns, and request them to copy it upon their slates as he dictates. Where pronouns occur, he should substitute the nouns which the pronouns represent, without intimating to his pupils that he is making any substitution. After a part or the whole of the fable or story has been transcribed, one of the pupils may read. The class are amused at the frequent repetition of the nouns referring to the same object. They perceive at once that the repetition is not proper. They are requested by the teacher to substitute some little words where they think proper, to prevent the necessity of repeating the same noun so often. The class generally make the proper substitutions. If anyone fails, the teacher should set him right. The class are now informed that these little words, which they have substituted for nouns, are called *pro-nouns*; *pro* being a Latin word meaning *for*, in English, and *noun* signifying *for nouns*. In connection with this exercise, the teacher should call the attention of the class to the importance of pronouns, and show them how awkward our language would be without them. Pupils sometimes notice this, and speak of it of their own accord. The class may now be requested to make a list of the pronouns with which they are familiar. Then they may select the pronouns from given sentences; compose sentences containing pronouns of their own selection, and sentences containing all the class of words which have been presented.

The class may now learn the *adverb*. This may be presented in the conversational form, thus:

The teacher writes upon the blackboard the following sentence, "The birds sing sweetly," and asks his pupils to point out the verb in the sentence.

Pupils—Sing is the verb.

Teacher—What word shows how the birds sing.

P.—Sweetly.

T.—Yes, sweetly is said to modify the word sing, or express the manner of singing. Now I will write another sentence. "This is an exceedingly cold day." What part of speech, or to which class of words, does cold belong?

P.—Cold is an adjective, because it describes the day.

T.—Does any word in the sentence show that it is more than simply a cold day.

P.—Yes, sir, *exceedingly*. It is an *exceedingly* cold day.

T.—What does exceedingly modify, then.

P.—Cold.

T.—I will write another sentence. "The cars move very slowly." What word does slowly modify?

P.—Move.

T.—Does any word in the sentence modify slowly?

P.—Very. The cars not only move, but move *very* slowly.

T.—Very well. *Sweetly*, *exceedingly*, and *very* are called *adverbs*. You see that sweetly modifies a verb, exceedingly, an adjective, and very, an adverb. All words which modify verbs, adjectives, and adverbs, are called adverbs. Adverbs modify another part of speech which you have not learned, viz., the preposition. Take the following sentence: "Charles fell nearly through the floor." What does *nearly* modify?

P.—Through. Charles fell nearly through.

T.—Well, through is called a preposition, and ad-

verbs modify prepositions, as well as verbs, adjectives, and adverbs.

Let the pupils now practice the illustrative exercises in the classification of adverbs, and other classes of words already explained, from given and original sentences, that they may not only retain the previously acquired knowledge, but have the opportunity of comparing the different classes of words as they progress. Prepositions, conjunctions, and interjections may be taken up in order, after the class have obtained a clear idea of the general character of the adverb. Let the preceding lesson be carefully reviewed before commencing the advance. The teacher informs the class that they have completed the classification of all the words in the English language—that all words may be arranged in the eight classes which they have made, viz., the *noun*, *adjective*, *verb*, *pronoun*, *adverb*, *preposition*, *conjunction*, and *interjection*. Let a general review be made to ascertain whether the class remember the definition of the different classes of words. Then let the class be thoroughly drilled in etymological classification, from simple reading lessons. Let them form sentences containing given words embracing all the different classes of words. Then let them form original sentences, and, as we have before suggested, let these exercises be progressive. It is particularly desirable that pupils should continue writing the illustrative sentences. These general exercises complete the first course of instruction upon language. The class have learned a few general characteristics of the different classes of words. Now the teacher is prepared to commence a second course of instruction, reviewing what he has already been over, and imparting additional instruction, although we would not recommend to take up all the minutiae of grammar at present. The distinction of nouns into common and proper; number, person, gender, and case; the comparison of adjectives; the general distinction of time into present, past, and future; two or three modes; the gender, number, person, and case of pronouns; the comparison of adverbs, and the distinction of conjunctions, should all be presented, orally, in a familiar manner to the class, who should be required to illustrate each lesson by written exercises, actually putting in practice what they are learning, for it is practical, not theoretical grammar that they need. We prefer the conversational method of presenting the subject still. Books may be put into the pupils' hands with profit when further advanced.

Science and Art.

Science and art are changing the domain of nature. Through their magic influence, ugliness is transformed into beauty; the desert is converted into a flourishing garden; apparently the most worthless objects yield the most useful products. Old rags, through various processes, are changed into the beautiful fabric called paper. The bones and offal of animals, by boiling and distilling, yield grease for soap; an oil, which being burned in close chambers, deposits lampblack; the carbonate of ammonia, called hartshorn; the sulphate of soda, or glauber salt. The horns of animals furnish materials for combs, knifehandles, tops of whips, the transparent part of lanterns, glue, fat for soap, and what remains, being ground, a useful manure. The prussiate of potash, a beautifully crystalized mineral, is manufactured from the hoofs of horses and cattle; a black dye for calico printers, from old kettles and coal scuttles.

Rebellion in School.

We learn from the Maine Common School Advocate, a valuable educational paper, published at Belfast, that a teacher of a public school in a neighboring town, recently having occasion to inflict punishment upon one of his pupils, three older pupils took part with the offender against the teacher, who wisely turned them over to the civil authorities. They were convicted and committed to the county jail.

First Annual Report

Of the Executive Committee of the Ohio State Teachers' Association, for the year 1848.

Twelve months since, the Executive Committee of the above Association, with M. F. Cowdery, Esq., as its chairman, entered upon its duties, and wisely selected the following objects as most worthy of their immediate attention:

1st. The elevation of the Teachers of the State, through the agency of Teachers' Institutes, Courses of Lectures to Teachers, Educational Associations and Conventions, and a more conscientious adherence to the law relating to the qualification of Teachers on the part of examiners.

2d. To encourage the reorganization of schools in cities and incorporated towns of the State.

3d. To prepare, as far as practicable, the public for a school system for our State, unparalleled for the liberality of its provisions, the wisdom of its measures, and the harmony and efficiency of its operations.

With this work before them, the Committee of a voluntary Association, with little or no legislative patronage, without funds, with all the embarrassments which ignorance, prejudice, and indifference may throw in the way, to meet, relying upon the public spirit of teachers and friends of education, made the preliminary arrangements for the future progress of the Association. In the first place, conditional arrangements were made for holding Teachers' Institutes in one half of the counties of the State in the Spring, and plans matured for Institutes in the remaining counties in the Autumn. "Teachers of ability and experience were secured to visit these counties, and give a course of instruction for one week to the Teachers of the county, provided the county Examiners, Teachers themselves, and friends of education should co-operate in the measure." Fifteen counties accepted the propositions of the committee, and Institutes were held in the following counties: Ashland, Richland, Huron, Licking, Seneca, Stark, Columbiana, Wayne, Washington, Montgomery, Medina, Portage, Miami, Sandusky, Champaign, and Ashtabula. About fifteen hundred teachers attended these Institutes. Proposals were made for a Course of Lectures to Teachers, on "subjects immediately connected with their qualifications and duties, and the improvement of schools, to continue nine weeks, and be given in any county of the State where the friends of education would offer the most liberal inducements to the committee for the course." Huron county gave nearly five hundred dollars, furnished a suitable building, and had the honor of encouraging and sustaining the valuable course of lectures. About one hundred and twenty persons attended the course. A similar course was delivered in Summit county, to a class of about sixty. In Huron county, able lectures were delivered on Geology, the English Language, Arithmetic, Geography, Vegetable and Human Physiology, Linear Drawing, Civil Government, American History, Elocution, Bookkeeping and Penmanship, Moral Instruction, and Natural Philosophy. The experiment was eminently successful. Those teachers who were in attendance, as well as the citizens, expressed the greatest satisfaction in the enterprises. Resolutions, the most complimentary, to those who conducted the lectures, were passed. Through the advice of gentlemen who conducted Institutes, several towns have adopted the plan of classifying the pupils. The subject of Union Schools was presented, and favorably entertained. Public sentiment has been aroused and quickened, and it is confidently believed much good has been accomplished by the past year's labors of the Association.

It is highly gratifying to learn that the committee have been kindly encouraged by teachers and private citizens. We commend the example of the citizens of Huron county, in sustaining the course of lectures, to

the attention of all the other counties of the good State of Ohio, hoping that Huron will have many rivals in 1849.

The report concludes as follows:

"In conclusion, the committee desire to commend the Association to the Teachers and friends of Education in Ohio, believing that, though little has already been accomplished, much may yet be done for the schools of the State, through its agency. Impressed with the conviction that the claims of the children of the State for sound elementary education, for a multiplication of all the sources of rational enjoyment during the impressive years of childhood and youth, and for an early and continued development of a *sense of duty*, are equal, if not superior to all other public claims—and that a complete knowledge of the means and influences to be used in restoring profligate, degraded, and abandoned youth to a feeling of self-respect, to a consciousness of integrity and purity, is of infinitely more importance to us and to our country, than all the achievements of science, or the inventions of the mechanic arts—impressed with these truths, the Association was formed, and the labors of the committee undertaken. That a voluntary Association, like our own, may do something, in future, to diffuse and put in practice these important truths, we think none need to doubt. That it may be eminently useful, always commanding the confidence of its friends and the public, we earnestly and confidently hope."

BOSTON PUBLIC SCHOOLS.—The city of Boston has one Latin school, one English high school, twenty grammar schools, and one hundred and sixty primary schools. Nearly six hundred thousand dollars are invested in the erection of schoolhouses. The annual expenditure for teachers' salaries is about one hundred sixty-eight thousand dollars. The number of pupils in these schools in 1848, was 9,850.

THE NEW YORK FREE ACADEMY.—A *Free Academy* recently opened in the city of New York, with one hundred and forty-three students admitted on examination. These students are composed of the "elite" of the public schools. The course of instruction is designed to be particularly directed to practical use and the applications of science. Much is anticipated from this school. It occupies an ample building, located in a pleasant part of the city.

Common Schools in Florida.

The Florida Legislature, at its late session, passed an act providing for the sale of the lands devoted to the support of the public-school system, and for the establishment of common schools throughout the state.

Common Schools in New York.

The Albany Evening Journal publishes a long and very interesting report to the Legislature of New York, from Christopher Morgan, Esq., Secretary of State, and ex-officio Superintendent of Common Schools.

It appears from this, that on the 31st day of Dec. last, there were in the State 10,621 Schoolhouses, of which were situated in the Town or Ward: 8,070 whole Districts: and 5,462 parts of joint Districts. Returns were received from 8,006 whole Districts, and 5,315 parts of Districts from which no reports were received.

The non-reporting Districts have decreased since the year 1844, from 124 to 54, and the non-reporting parts of Districts from 269 to 147. A result which shows that as the people, and the

proper officers, become familiar with the somewhat complicated machinery of the School System of that State, its operations become more and more perfect.

The number of incorporated and private schools reported this year in the State, is 1785. It is estimated that about 75,000 children are annually taught in the private schools.

The following statement shows the attendance of children at the public schools for three consecutive years.

The whole number of children between the ages of 5 and 16, reported on the 31st of December, 1845, exclusive of the City of N. York, was 625,499.

The whole number reported on the 31st of December, 1846, exclusive of New York was 624,848

The whole number reported on the 31st day of Dec. 1847, exclusive of New York, was 718,123

The whole number of children reported as attending school during some portion of the year 1847, is 775,723

And of these, 17,805 attended school the whole year.

From the Hon. Horace Mann's Twelfth Annual Report. Physical Education.

Modern science has made nothing more certain, than that both good and ill health are the direct result of causes, mainly within our own control. In other words, the health of the race is dependent upon the conduct of the race. The health of the individual is determined primarily by his parents; secondarily, by himself. The vigorous growth of the body, its strength and its activity, its powers of endurance, and its length of life, on the one hand; and dwarfishness, infirmity, and premature death, on the other, are all the subjects of unchangeable laws. These laws are ordained of God; but the knowledge of them is left to our diligence, and the observance of them to our free agency. These laws are very few; they are so simple that all can understand them, and so beautiful that the pleasure of contemplating them, even independent of their utility, is a tenfold reward for all the labor of their acquisition. The laws, I repeat, are few. The circumstances, however, under which they are to be applied are exceedingly various and complicated. These circumstances embrace the almost infinite varieties of our daily life;—exercise and rest; sleeping and watching; eating, drinking and abstinence; the affections and passions; exposure to vicissitudes of temperature, to dryness and humidity, to the effluvia and exhalations of dead animal or decaying vegetable matter;—in fine, they embrace all cases where excesses, indiscretions, or exposures, may induce disease; or where exercise, temperance, cleanliness, and pure air, may avert it. Hence it would be wholly impossible to write out any code of "Rules and

Regulations," applicable to all cases. So, too, the occasions for applying the laws to new circumstances recur so continually that no man can have a mentor at his side, in the form of a physician or physiologist, to direct his conduct in new emergencies. Even the most favored individual, in ninety-nine cases in a hundred, must prescribe for himself. And hence the uncompromising necessity that all children should be instructed, but that they should receive such a *training*, during the whole course of pupilage, as to enlist the mighty forces of habit on the side of obedience; and that they will be able to discriminate between different combinations of circumstances, and to adapt, in each case, the regimen of the exigency.

For this thorough diffusion of sanitary intelligence, the common school is the only agency. It is, however, an adequate agency. Let human physiology be introduced as an indispensable branch of study into our public schools; let no teacher be approved who is not master of its leading principles, and of their applications to the varying circumstances of life; let all the older classes in the schools be regularly and rigidly examined upon this study by the school committees, and a speedy change would come over our personal habits, and over the public arrangements of society. Temperance and moderation would not be such strangers at the table. Fashion, like European sovereigns, if not compelled to abdicate and fly, would be forced to compromise for the continued possession of her throne, by the surrender to her subjects of many of their natural rights. A sixth order of architecture would be invented,—the Hygienic,—which, without subtracting at all from the beauty of any other order, would add a new element of utility to them all. The "Health Regulations" of cities would be issued in a revised code,—a code that would bear the scrutiny of science. And, as the result and reward of all, a race of men and women, loftier in stature, firmer in structure, fairer in form, and better able to perform the duties and bear the burdens of life, would revisit the earth. The minikin specimens of the race, who now go on dwindling and tapering from parent to child, would reascend to manhood and womanhood. Just in proportion as the laws of health and life were discovered and obeyed, would pain, disease, insanity, and untimely death, cease from among men. Consumption would remain; but it would be consumption in the active sense.

State Normal Schools.

On a careful review and inspection of all that has been done within the last twelve years, to improve the common schools of Massachusetts, and of the special instrumentalities by which these improvements have been affected, I cannot refrain from assigning the *first* place in adaptiveness and efficiency, to our state normal schools.

Without these, all other labors and expenditures would have yielded but a meager harvest of success. Without the living teacher supplied and consecrated for his work—his mind replenished with knowledge, his heart effusive of virtuous influences, and all his faculties trained and devoted to the one purpose of fashioning character after a high and enduring standard of excellence, and without a supply of such teachers for our schools;—without these, costly and elegant school-houses may be erected at every crossroad, the most liberal salaries may be paid, books, and all the implements and apparatus of knowledge may be stowed before the children or piled up like a rampart around them; but they will all be as vain and tantalizing as the offer of a golden, but empty cup, to the traveler in the desert when perishing with thirst. In the school, an accomplished teacher is the one thing needful. Absent, the presence of every other requisite is nugatory.

Present, he supplements all deficiencies. Without him, the best appointed school is a lifeless organism, waiting for a soul to enter and inhabit it, and put in action its vast powers of beneficence. Common schools will never prosper without normal schools. As well might we expect to have coats without a tailor, and hats without a hatter, and watches without a watchmaker, and houses without carpenter or mason, as to have an adequate supply of competent teachers without normal schools.

Hon. H. Mann's Twelfth Ann. Report.

From the Scholar's Leaf.

Snow.

Perhaps my schoolmates will be willing to listen while I tell them something of the pure white snow, which the cruel wind is beating about so unmercifully to-day;

Were I to examine one of the delicate flakes, I should find it to be beautifully and accurately formed. The atmosphere being very cold to-day, the moisture but little, the flakes are consequently small. "The largest flakes occur when the atmosphere abounds with vapor, and the temperature is about 32° Fah.; but as the moisture diminishes, and the cold increases, the snow becomes finer." As I said, these flakes are exquisitely formed. "They are composed of regular crystals, and their beautiful figures and rich diversity of forms have ever excited the admiration of those who have examined them. Scoresby, a celebrated Arctic navigator, has enumerated six hundred different kinds, and Kaemtz has observed twenty more." Of course it would be impossible to speak of a great number here, but the most common ones I will describe. There are five principal classes. First, crystals in the form of thin plates, showing either six sides or six points. Second, a plain figure with needle-shaped crystals projecting. Third, the shape of a prism, having three equal sides. Fourth,

the precise shape of a pyramid. Fifth, slender prismatic crystals, with thin, six-sided plates at each end, looking like a pair of wheels. When the atmosphere is calm, the descending flakes are fully developed, but any agitation of the air, or an increase of temperature, such as holding them in the hand, destroys their delicacy. Each little snowflake contains air. Were it not for this, the snowbank would be colored as the earth upon which it rests; the brilliant whiteness is attributed to the presence of the air within. Perhaps you are weary of hearing of such little things as snowflakes, so I will place them together and form a *snowball*, about which we will talk. It is an art which schoolboys in general are acquainted with (that of making snowballs), but I can tell you of a different kind. "Balls of snow are sometimes formed by the action of high wind upon light snow. Prof. Cleveland, of Brunswick, in Maine, saw, on the first of April, 1815, a great number of snowballs scattered over the fields, varying from one to fifteen inches in diameter. They were doubtless made by the wind, as the track of the ball could be plainly seen. The most remarkable instance of this kind was beheld by Mr. Clark of Morris County, New Jersey, January, 1808. A crust was formed over the snow that had fallen, and above this crust, about three quarters of an inch fell. The sky became clear, and a high wind arose, by the strength of which light portions would slide along, and soon begin to revolve, continually growing larger. Where the ground was sloping and favored them, they increased to the size of a barrel, and as far as the eye could see, the dazzling surface was covered with balls and cylinders of snow, varying from ten inches to three feet in diameter. Upon examination they were found to be hollow at each end almost to the center, and as round as logs of wood are when turned in a lathe. The cylinders covered nearly four hundred acres, and their number was judged to be nearly forty thousand."

Snow is not always white as we see it here, both green and red snow having been seen. Nearly thirty years ago, upon the mountainous shore of Baffin's Bay, Capt. Ross beheld snow of a bright crimson color, extending about eight miles, and to the height of several hundred feet. But this is not confined to such cold regions; a similar kind has been seen in Europe; and nearly forty years ago, the whole chain of the Apennines was covered with rose-colored snow. Just think how curiously it must have looked so beautifully tinted!

Ten years ago, a Frenchman, named Martin, went to Spitzbergen, where he saw snow actually green. These singular hues are produced by myriads of a certain class of microscopic plants, which can flourish even in such extreme cold. So we find wonders in every thing on earth;—all that is natural is wonderful.

Norridgewock.

From the Register.

Work is Worship.

"Laborare est Orare."

Work is worship—hums the bee,
Gathering sweets from flower to flower;
Work is worship—carols free
Yonder bird in greenwood bower,
Singing o'er her toil-built nest,
Flaming hope upon her breast.

Work is worship—lows the ox,
Patient toiling with the plow;
Harvest failure never mocks
Spring-time culture—fear not thou;
Work is worship—not in vain
Shineth sun and falleth rain.

Work is worship—time is given,
Shrink not in thy high endeavor;
Work, not words, will gain thee Heaven;
Work is worship—now and ever,
Pray in words whene'er ye may,
Pray in deeds the liveliest day.

M. A. F.

Northampton, N. Y.


Manufacture of Needles.

Needles must go through a number of operations, before they are complete. Some manufacturers commence with steel wire hardened, others harden it afterward. The wire is first reeled into a coil, which is cut apart in two places with shears, and then drawn a second time, after which it is cut into lengths just sufficient for two needles in each piece.

These pieces are then straightened by rolling a bundle of them together upon a hard surface, and afterward sharpened upon a revolving grindstone. The pieces are now cut in two in the middle, the blunt ends flattened with a hammer, preparatory for the eye, which is afterward pierced by machinery. They are then polished by plunging them into a bath of melted metal, and immediately after into cold water; then thrown into a wabblers—barrel rapidly revolving upon an axis not placed in the center—with emery and a putty made of the oxide of tin, by which they are burnished.

In stamping the grooves in the heads of the needles, the operator can finish 8,000 in an hour, although he has to adjust each separate wire at every blow. They are taken out and separated by a winnowing apparatus, and put up into papers for sale. The eye was formerly pierced by children, who became so expert, that with one blow of a punch they would frequently pierce a hole, through which they would thread a hair from the head, and hand it to their visitors.

There are but three or four manufactories in this country, and one of these imports the needles from Europe in a half-finished state, and then finishes them—the European labor being less expensive.

 The memory of the just is blessed.

ANNETTE.

Self-Made Men.

"If you are to be an exception," said Mr. Crabbe to his young friend, "you will be the first in all my observation and experience. You may take the whole population of Maryland, and select from it the fifty men who are most distinguished for talents, or any description of public usefulness, and, I will answer for it, they are all, every one of them, men who began the world without a dollar. Look into the public councils of the nation, and who are they that take the lead there? They are men who made their own fortunes—self-made men, who began with nothing. The rule is universal. It pervades our courts, State and Federal, from the highest to the lowest. It is true of all the professions. It is so now; it has been so at any time since I have known the public men of this State or the nation; and it will be so while our present institutions continue. You must throw a man upon his own resources to bring him out. The struggle which is to result in eminence is too arduous, and must be continued too long to be encountered and maintained voluntarily, unless as a matter of life and death. He who has fortune to fall back upon will soon slacken from his efforts, and finally retire from the competition. With me it is a question whether it is desirable that a parent should be able to leave his son any property at all. You will have a large fortune, and I am sorry for it, as it will be the spoiling of a good lawyer. These are my deliberate sentiments, and I shall be rejoiced to find, in your instance, I shall have been mistaken."

How he Rose.

About forty years ago, somewhere in the woods near the line between Tennessee and Kentucky, in a log cabin sixteen feet by eighteen which was already occupied by a brood of ten or twelve children, was born a youngster, the hero of our sketch. In his infancy he was fed on corn and hominy, bear meat, and the flesh of such "wild varmints" as were caught in the woods. At twelve years of age he was put out to work with a neighbor, as a farmboy, and drove oxen, hoed corn, raised tobacco in the summer, cured it in the winter, till he was seventeen years old, when he took to making brick; to which he added the profession of a carpenter; and by these successive steps in mechanical arts he became able, by his unassisted skill, to raise a house from a claypit, or from the stump, and complete it in all its parts, and to do it, too, in a manner that none of his competitors could surpass. His paneldoors are to this day the wonder and admiration of the country, in which they continue to swing on hinges. He never saw the inside of a schoolhouse or church till after he was eighteen years old. Having achieved the valuable acquisitions of reading and writing by the aid of another, all his other education has been the fruit of his own application and persever-

ance. At the age of twenty-two, he conceived the idea of fitting for the practice of law. He at first procured an old copy of Blackstone, and having, after the close of his daily labors, by nightly studies over a pitch-knot fire in his log cabin, mastered the contents of that compendium of common law, he pursued his researches into other elementary works. And having thus, by great diligence, acquired the rudiments of his profession, he met with an old lawyer who had quit the practice, or whose practice had quit him, with whom he made a bargain for his secretary library, for which he was to pay him \$120 in carpenter's work; and the chief part of the job to be done in payment for these old musty books, was dressing and laying down a floor or floors, at three dollars per square of ten feet. The library paid for, our hero dropped the adze, plane, and trowel, and we soon after hear of him as one of the most prominent members of the Mississippi bar, and an able statesman and orator. "I heard him one day," says one, "make two speeches in succession, of three hours in length each, to the same audience, and not a movement testified any weariness on the part of a single auditor, and during his delivery, the assembly seemed swayed by the orator as weeds before the wind."

That poor farmboy is at Washington, a member of Congress, from Mississippi. His name is Patrick W. Tompkins. He is a self-made man, and his history shows what a humble boy can do when he is determined to try.

Saturday Rambler.

The science of School examination is very prettily explained by a schoolmaster's anecdote. A country schoolteacher, preparing for an exhibition of his school, selected a class of pupils, and wrote down the questions and answers to questions he would put to them on examination day. The day came, and so came the young hopefuls, all but one. The pupils took their places as he had arranged, and all went glibly on until came the question for the absentee, when the teacher asked, "In whom do you believe?" The pupil who sat next the vacant seat, without noticing whose question it was, answered, "Napoleon Bonaparte." "No, no," angrily exclaimed the teacher, "In whom do you believe?" "Napoleon Bonaparte!" Here the teacher began to smell the rat, and said, "You believe in the Holy Ghost, do you not?" "No," said the pupil, amid the roars of uncontrollable laughter, "the boy what believes in the Holy Ghost has n't come to school to-day, he is at home, sick a bed."

Great Falls Sketcher.

Genius, like the lark, is apt to despise its post upon the earth, and waste its time in fluttering and quavering among the clouds; but common sense is the humbler fowl, which picks up the barleycorns, and grows and fattens at leisure.

The Connecticut Sailorboy.

"The Cornelia was a good ship," said one of the West India chaplains of the American Society, "but at one time we feared she was on her last voyage. We were but a few days out from New York, when a severe storm, of five days continuance, overtook us. Like a noble charger between two contending armies did the ship quiver in all her joints, and struggle to escape from the fury of the winds and the waves. At the height of the storm I must tell you of a feat of a Connecticut sailorboy. He was literally a boy, and far better fitted for thumbing Webster's Spelling Book than furling a sail. But his mother was a widow, and where could the boy earn a living for himself and mother, better than at sea! The ship was rolling fearfully; twice I saw the captain lose his center of gravity, though he kept his temper pretty well, and measure his length on the deck. Some of the rigging was foul at the mainmasthead, and it was necessary that some one should go up and rectify it. It was a perilous job. I was standing near the mate and heard him order that boy aloft to do it! He lifted his cap and glanced at the swinging mast, the boiling wrathful sea, and the steady, determined countenance of the mate. He hesitated in silence a moment, then, rushing across the deck, he pitched down into the fore-castle. Perhaps he was gone two minutes, when he returned, laid his hands on the ratlines and went up with a will. My eye followed him until my head was dizzy, when I turned and remonstrated with the mate, for sending that boy aloft. He could not come down alive! Why did you send him? "I did it," replied the mate, "to save life. We've sometimes lost men overboard, but never a boy. See how he holds like a squirrel. He is more careful. He'll come down safe, I h-o-p-e."

Again I looked, until a tear dimmed my eye, and I was compelled to turn away, expecting every moment to catch a glimpse of his last fall.

In about fifteen or twenty minutes, having finished the job, he came down, and straitening himself up with the conscious pride of having performed a manly act, he walked off with a smile on his countenance.

In the course of the day, I took occasion to speak with him why he hesitated when ordered aloft? Why he went down into the fore-castle? "I went, sir," said the boy, "to pray." "Do you pray?" "Yes, sir: I thought I might not come down alive, and I went to commit my soul to God." "Where did you learn to pray?" "At home; my mother wanted me to go to Sunday School, and my teacher urged me to pray to God to keep me, and I do." "What was that in your jacket pocket?" "My Testament, which my teacher gave me. I thought if I did perish, I would have the word of God close to my heart."

Why he did it.

We see an anecdote in the papers, which furnishes a reason why the famous John Hancock wrote his signature to the Declaration of Independence in so large and bold a hand. It is known that the British Government offered \$3,500 for his head, and according to the Maine

Cultivator, when he appended his name to the "Declaration," he did it as though he wished to dash his whole soul into it, and rising from his seat, he exclaimed: "There, John Bull can read my name without spectacles—he may double his reward, and I will set him at defiance."

Teachers' Association, for Montgomery County, Ohio.

At a meeting of the Montgomery County Teachers' Association, held several months since, a committee was appointed to examine and compare, critically and thoroughly, the merits and demerits of various school books. This committee (composed of Prof. STEVENS, of the Cooper Female Academy, and others), faithfully performed their labors. During a period of four months they carefully examined the various books. Having fully decided which were the best books, they reported on the 27th January, 1849, in favor of McGuffey's Eclectic Readers and Spelling Book, as the most suitable text books in their department. (See certificate of chairman of committee on text books, below.)

Office of School Examiners, for
Montgomery County, O.

DAYTON, JANUARY 31st, 1849.

Knowing that a uniformity in the Class Books of our Common Schools is very desirable, and having carefully examined McGUFFEY'S ECLECTIC READERS and SPELLING BOOK, which are *excellently* adapted for the purposes of instruction, we cheerfully commend them for adoption in the Schools of Montgomery county.

(Signed)

W. J. McKINNEY, } School Examiners
J. W. GRISWOLD, } for
D. H. BRUEN. } Montgomery Co.

DAYTON SCHOOLS.

At a meeting of the Board of Managers of the Dayton Common Schools, held at their office on the 2nd day of December, 1848, it was *Resolved*, That McGUFFEY'S ECLECTIC READERS, and SPELLING BOOK, be introduced into said Schools, in place of Cobb's series.

(Signed)

D. H. BRUEN, Sec'y of the Board.

DAYTON TEACHERS.

DAYTON, JANUARY 31st, 1849.

The undersigned, Teachers in the public Schools of Dayton, have practically tested in the School Room, several different series of books, in the department of Reading and Spelling. We are now using the excellent Class Books by Professor McGuffey, and are fully convinced, from

RAY'S ARITHMETICS (prepared for the Eclectic Educational Series, by Professor Ray, of Woodward College) are used with gratifying success in the public schools of Cincinnati, and of the city of Dayton.

RAY'S ALGEBRA, a new and much admired work for Common Schools and Academies, is rapidly gaining the confidence of Teachers. It has been recently introduced into the Cincinnati Central High School (H. H. Barney, Principal), and is highly approved by the several Teachers in that school.

actual experiment, that McGUFFEY'S ECLECTIC READERS and SPELLING BOOK, are, in all respects, superior to any others with which we are acquainted. With such views, we earnestly commend this series to Teachers and School Officers.

The adoption of this series will produce a desirable uniformity throughout Montgomery county.

(Signed)

WILLIAM F. DOGGETT,

Principal of N. W. Dis.

P. D. PELTON,

Principal of S. W. Dist.

JAMES CAMPBELL,

Principal of N. E. Dist.

M. N. WHEATON,

Principal of S. E. Dist.

Montgomery County Teachers' Association.

At a meeting of this association, held some months since, a committee was appointed to carefully examine and compare the various School Books, and report in favor of those most suitable for Schools, at a subsequent meeting.

At a meeting of the association, held at Dayton, on Saturday, January 27th, 1849, said committee on Class Books, reported for adoption throughout Montgomery County, McGUFFEY'S ECLECTIC READERS and SPELLING BOOK.

(Signed)

CHAS. ROGERS,

Chairman of Committee on Text Books.

ABSTRACT OF THE

METEOROLOGICAL REGISTER,

KEPT AT

Woodward College, Cincinnati,

Lat. 39 deg. 6 minutes N.; Long. 84 deg. 27 minutes W.

150 feet above Low Water Mark in the Ohio.

BY JOSEPH RAY, M. D.

February, 1849.

Day of M.	Fahr. height			Barom.	Wind.			Weather.	Clearness of Sky.	Rain.
	Therm.				A. M.	P. M.	Force			
	Min.	Max.	Mean.							
1	40	46	42.8	29.274	w	west	1	var'ble	5	.18
2	34	41	35.8	.413	do	do	3	do	1	
3	26	36	31.3	.552	n w	n w	1	clear	10	
4	32	40	35.2	.413	w	w	1	cloudy	0	
5	28	36	31.3	.323	n w	do	1	do	0	.18
6	19	36	25.8	.173	do	s w	3	do	0	
7	16	29	24.3	.662	do	n w	1	fair	9	
8	26	38	30.3	.213	w	s w	3	cloudy	0	
9	20	36	26.7	.333	do	west	2	clear	10	
10	20	83	30.7	.324	s w	s w	2	do	10	
11	28	44	34.8	.123	w	do	1	fair	7	
12	27	34	29.8	.263	n w	n w	1	var'ble	5	
13	29	42	32.5	.281	do	west	2	do	5	
14	18	27	20.5	.552	do	n w	2	do	4	
15	10	20	15.3	.458	do	do	2	clear	10	
16	12	27	22.3	.078	west	west	3	fair	6	
17	24	38	27.3	.054	s w	s w	2	var'ble	1	.32
18	14	23	15.5	.588	n w	n w	2	var'ble	3	
19	3	27	21.3	.847	west	do	1	fair	7	
20	27	38	33.7	.532	s w	s w	1	cloudy	0	
21	33	45	38.8	.543	do	do	1	do	0	.81
22	39	44	40.3	.492	west	west	1	do	0	
23	36	45	40.0	.682	n w	n w	1	do	0	
24	38	44	41.0	.303	s w	s w	1	do	0	.55
25	35	41	36.8	.462	west	west	1	do	0	
26	33	47	38.2	.512	n	e	1	do	0	
27	30	54	44.8	.562	e	e	1	fair	8	
28	41	69	53.5	.620	do	do	1	do	8	

EXPLANATION.—The 1st column contains the day of the month; the 2d the minimum or least height of the thermometer, during the twenty-four hours beginning with the dawn of each day; the 3d the maximum, or greatest height during the same period; the 4th the mean or average temperature of the day, reckoning from sunrise to sunrise; the 5th the mean height of the barometer, corrected for capillarity, and reduced to the temperature of freezing water. In estimating the force of the wind, 0 denotes calm, 1 a gentle breeze, 2 a strong breeze, 3 a light wind, 4 a strong wind, and 5 a storm. In estimating the clearness of the sky, 10 denotes entire clearness, or that which is nearly so, and the other figures, from 0 to 10, the corresponding proportions of clearness. The other columns need no explanation.

SUMMARY.—

Least height of Thermometer,	3 deg.
Greatest height of do	69
Monthly range of do	66
Least daily variation of do	5
Greatest daily variation of do	28
Mean temperature of month,	32.16
do do at sunrise,	27.8
do do at 2 P. M.	38.64
Coldest day, February 15th.	
Mean temperature of coldest day,	15.3
Warmest day, February 28th.	
Mean temp. of warmest day,	53.5
Minimum height of Barometer,	29.078 inches
Maximum do do	29.897 do
Range of do do	.819 do
Mean height of do do	29.4172 do
No. of days of rain and snow, 8.	
Perpendicular depth of rain and melted snow, 2.04 in.	
Perpendicular depth of unmelted snow, 7.35 inches.	

WEATHER.—Clear and fair, 10 days; variable, 7 days—cloudy, 11 days.

WIND.—N. E. 1 day; E. 2 days; S. W. $6\frac{1}{2}$ days; W. $9\frac{1}{2}$ days; N. W. 9 days.

MEMORANDA.—1st, shower in night; 3d, fine and clear; 4th, began to snow 5 P. M.—at daylight on the 5th, snow 3.1 in. deep; 7th, very fine; 8th, spit snow during the day; 9th to 14th, clear, fair and pleasant; 15th, clear and cold; 16th, very windy and dusty; 17th

spit snow during the day, snowed all night, and on the morning of 18th, snow $4\frac{1}{2}$ in. deep; 19th, pleasant and fair; 21st, dark and gloomy—began to rain 6 P. M.: 22d to 24th, gloomy, wet and drizzly: 27th and 28th, pleasant.

OBSERVATIONS.—The mean temperature of the month this year is about 1 degree less than the monthly mean for the last 14 years, and is about 4 degrees colder than the same month in 1847 and 1848. The amount of cloudy and gloomy weather has been greater than common, and on the whole, the month has been less pleasant than usual.

Winter of 1848-9.—By this period, we mean the 90 days from Dec. 1st to March 1st. The 1st month, December, was warmer than usual, and the last two colder. The mean temperature of the Winter is 35.18 deg. The coldest winter since 1835-6, was that of 1845-6, of which the mean temperature was 30.5 deg.: while the warmest was that of 1844-5, of which the mean temperature was 38.1 deg.

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C. B. ADAMS,
Prof. Chem., &c.

I have paid attention to the work of Dr. Cutter, above alluded to, and can cheerfully express my concurrence in the opinion of Professor Adams.

B. LABAREE,
Pres. Med. College.

The following orders are published in the annual reports of the public schools of the city of Boston for 1847, as recommended by Messrs. George B. Emerson, Richard Soule, jr., and James Ayer, who were the committee to make the annual examination of the grammar schools.

Ordered, That the study of Physiology be forthwith introduced into the schools for girls.

Ordered, That the committee on books be instructed to consider and report what text book ought to be recommended to be used for instruction on Physiology.

CITY OF BOSTON, April 18th, 1848.

I the subscriber do hereby certify that "Cutter's first book on Anatomy and Physiology for grammar schools," by a vote of the school committee, has been introduced to be used as a text book in the grammar schools of this city.

S. F. MCCLARY,
Secretary of School Committee

"State Normal School, Westfield, Mass., April 21, 1848.

DR. CUTTER:

Dear Sir,—I comply cheerfully with your request to give you my impressions of the merits of your treatise on "Anatomy and Physiology," after using it as a school book in the "State Normal School" about two years. I am happy to say, that I regard it as having higher claims, as a school book treatise of the two subjects in connection, than any other work before the public, with which I am acquainted. And I think it important to present the subjects together. Without a knowledge of the structure of the organs of the body, one is scarcely able to understand their functions. Indeed, to some extent, it is indispensable to connect the two. I hope you will succeed in securing their introduction into the Schools of the West.

The "First Book on Anatomy and Physiology, for Grammar Schools," we continue to use in the model school. We regard it as the best, and adapted to their wants. I think, for "common schools," it has a better adaptation than the larger work.

I am, dear Sir,

Truly yours,

DAVID C. ROWE,
Principal of "State Normal School."

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